

# Pathways

First Year  
Unit 1: Hidden skills and talents

2024



## Attention teachers:

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly to consider teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 1<sup>st</sup> Year students, each approximately 2 hours duration.

- Unit 1: Hidden skills and talents
- Unit 2: Strategies and styles
- Unit 3: Goals and motivations

## Some important points about how the Pathways unit's work:

- The slides are classroom ready.
- The teacher notes, with step-by-step guidance for the specific activity on each slide, can be accessed in the associated pdf.
- It is important to show slides in presentation mode (unless prompted to do otherwise in the teacher notes), as some activities depend on animation. Where there is animation on a slide, this is indicated in the teacher notes.

- When the text in the teacher notes is in italics, it is meant to be used by the teacher in speaking with students; when the text is not italicised, it is meant for the teacher only.
- There is very little preparation of materials required. Occasionally, and depending on your students, you might decide to photocopy worksheet slides in advance of class. In activities where preparation is required, you will be prompted on Slide 2 and in the teacher notes.

Thank you for engaging with the Pathways units!

## Unit 1: Hidden Skills and Talents

Duration: Approx. 2 hours

### Suggested learning intentions

We are learning to...

- summarise information about young people who have achieved because of their skills and talents
- reflect on and share our own skills and talents
- identify the skills, talents and supports we need to achieve a goal

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4	1	Summarising and presenting information about other young people
5-7	2	Reflecting on our skills and talents, sharing these with others and making the link to the 8 key skills of junior cycle
8	3	Discussing the ups and downs of having and getting/building skills and talents
9-10	4	Setting a goal and identifying the skills, talents and supports needed to achieve this goal
11	5	Reflecting on the skills and talents used in this unit
12	6	Checking in with the learning intentions
13	Extension task	Discussing how to celebrate achieving our goals

### Wellbeing Indicators

- Responsible
- Resilient
- Connected
- Aware

### Key Skills

- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being numerate
- Being creative
- Working with others
- Communicating

## Unit 1, Introduction

Hi, I'm Larissa.  
Nice to meet you!  
I'm here to tell you that we use icons  
(the small pictures below) in this unit.  
These will help you to understand what  
you will be doing during the different  
activities.  
Have fun (and learn lots)!



Individual work



Make a  
presentation



Pair work



Go online



Group work



Extension  
activity



**SLIDE 3**

## Unit 1, Activity 1



Time to go online: <https://kids.guinnessworldrecords.com/records/young-achievers/>



Zaila Avant-garde

Basketball and spelling legend



Gitanjali Rao

Incredible innovator



Dara McAnulty

Awesome conservationist



Chloe Chambers

Record-breaking racer

### SLIDE 4

#### Teacher notes (One animation at \*Click)

*Has anyone in the class ever gotten the Guinness Book of Records as a present?*

*Can you remember any of the young people in the book?*

*The four people on the slide were in the 2023 Guinness Book of Records. Of these four, three are from the United States. Dara McAnulty is from Northern Ireland. He is really interested in nature and especially in birds. Zaila Avant-garde was in the Guinness Book of Records for both basketball and spelling; Gitanjali Rao has invented new technologies; and Chloe Chambers has broken racing records even though she is still a learner driver!*

*How do you think these young people realised that they had these skills and talents?*

**\*Click** to animate the next step in this activity

Depending on availability of devices, this activity could be done individually, in pairs or in small groups.

Share the following link with your students:

<https://kids.guinnessworldrecords.com/records/young-achievers/>

**NB:** If you do not have online access, you could select and copy information about 2-4 [Guinness Book of Records Young Achievers](#) in advance. Invite students to answer questions 1-4 (below) as you read the information about the Young Achievers aloud in class.

*Choose one of the Young Achievers profiled on this page - someone that you feel you have something in common with – maybe you share a skill or a talent, maybe they have a skill or a talent that you think you might also be good at, or maybe you're just curious to know more about them. Read about your chosen person and find out:*

- 1. how this person discovered their skill or talent?*
- 2. what they do to improve their skill or talent?*
- 3. who has helped and supported them in getting to this point?*
- 4. how they plan on using this skill or talent in the future? Keep notes on your findings.*

Facilitate a selection of students to present their findings. Presentations should include a brief biography of their chosen person and the answers to the 4 questions above.

Use the following to prompt students during their presentations:

- *Do you find this person inspiring? Why?*
- *What have you learned by reading about this person?*
- *If you could ask this person one question, what would it be?*



“ I have lots of hidden talents.  
The problem is, even I can't  
find them! ”



## SLIDE 5

### Teacher notes

Read aloud the quote on the slide.

*Although some of our skills and talents are obvious, others go unnoticed or are hidden.*

*You can spot your hidden skills and talents by paying attention to the things that energise you.*

*Take two minutes to think back over the last week.*

*When did you feel most energised? What were you doing at the time? What skills or talents were you using?*

*You might find it helps to jot down your answers to these question on a piece of paper.*

## Unit 1, Activity 2: Worksheet

A circular worksheet template. The outer ring is divided into eight segments, each labeled with a category: 'Favourite hobby', 'Favourite place', 'Favourite book', 'Favourite food', 'Favourite sport to watch/play', 'Favourite movie/video game', 'Favourite music', and 'Favourite colour'. The inner circle is divided into three horizontal sections: the top section is labeled 'Name', the middle section is labeled 'Talent(s) or skill(s)', and the bottom section is labeled 'Adjectives (describing words) to describe yourself'. There are several horizontal lines provided for writing in each of these inner sections.

### SLIDE 6

#### Teacher notes

Distribute a copy of the worksheet (Slide 6) to each student.

*Begin by writing your name on the sheet, then concentrate on writing the information about your favourite things (outside ring of the graphic).*

*Then, come up with talents and skills that you have as a result of your favourite things (inside top of the graphic).*

*Finally, write positive words that describe you – it could be 'friendly' or 'sporty' or 'artistic' or 'funny' (inside bottom of the graphic). If possible, pick adjectives (describing words) that make sense considering the other things that you have written.*

Divide the class into small groups.

*Take turns to share your favourite things, hidden skills and talents in your group.*

*Remember to listen attentively and show your interest by asking questions when your classmates have finishing speaking about their favourite things and skills/talents.*



Depending on your class, you might like to use an online alarm clock or a bell to signal to students when it is time to hear from someone else.

*Sometimes other people are better at spotting our hidden skills and talents than we are. That is because we sometimes think our skills and talents aren't that special and we take them for granted.*

Facilitate a whole class discussion using the following prompt questions:

- *What, if anything, did you notice or discover about your classmates in this activity?*
- *What, if anything, did you learn about the pool of skill and talent in your group? Who or what has helped and supported the members of the group to build these skills and talents?*
- *What one positive adjective would you use to describe your group?*

*Hold onto this worksheet, because you might want to add to it later.*



## SLIDE 7

### Teacher notes

Tell/remind students that there is a focus in junior cycle on building the 8 key skills shown on the slide.

Read each key skill aloud, ensuring that everyone understands what each key skill means.

*Compare the 8 key skills of junior cycle with the skills/talents you have on your worksheet (Slide 6).*

*Take a minute to ask yourself the following questions:*

- *Which key skills are you confident that you can demonstrate or show?*
- *Which key skills do you think you might need to do some work on?*

### Unit 1, Activity 3



1

When have you had the most success (been most proud of yourself) in your life? It could be when you were a good friend, gave a good performance, when you learned something well. What about yourself has led to this success?

2

Imagine a time you felt you were at your best... Describe what you were doing, and what about that situation made you feel confident. Compare this to a time when you felt uneasy, or a time you were not confident. What are the differences?

3

Think of someone in your life who you admire or respect. What are this person's greatest skills/talents? How do you know? Do you have any of these skills/talents? How do you know?

4

Situations that show us that our skills/talents might need to be stronger can leave us feeling frustrated or tired. What sort of situations cause you to feel this way? What might be the cause of this?

## SLIDE 8

### Teacher notes

Divide the class into pairs.

*Imagine you are on a video call together.*

*Each person should pick one conversation option from the four on the slide.*

*Take turns to use your chosen conversation option to ask questions of your partner.*

*If you want, now's the time to add another talent/skill or adjective to your sheet (see Slide 6).*

“ My goal this weekend is to move only enough so that it is obvious that I’m not unconscious! ”



## SLIDE 9

### Teacher notes

Read the quote on the slide aloud.

*When a person’s goals align with their skills/talents, they tend to put in more effort, and are more likely to be successful. It’s a self-fulfilling prophesy (a prediction that comes true at least partly because of the belief or expectation that the prediction will come true). For example, if you believe, like the sleeping panda on the slide, that you are going to have a lazy weekend, if you doing nothing is your goal, then you are most likely going to be successful in your goal.*

**NB:** This might be a good time to share an example from your journey to becoming a teacher where your goals aligned with your skills/talents.



My name:

\_\_\_\_\_

My goal:

\_\_\_\_\_

\_\_\_\_\_

The date by which I want to  
achieve my goal:

\_\_\_\_\_



## SLIDE 10

### Teacher notes

Distribute one copy of this slide to each student or invite students to copy their own football.

*Write your name at the top of the page.*

*Think about a goal you want to achieve or complete in the short term (e.g. by the end of today, next week or this year).*

*Write this goal under the 'My Goal' heading.*

*In the white spaces on the football, write/draw ideas for how you can use your skills/talents to achieve this goal.*

*In the space around the football, write/draw things or people who can support you to achieve this goal.*

*Write the date by which you want to have achieved your goal on the sheet. Be realistic!*

Depending on your group, you can display the completed footballs on classroom wall or ask students to keep it safe in their copy.



**Username:**  
\_\_\_\_\_

**Password:**  
\_\_\_\_\_

## SLIDE 11

### Teacher notes

Depending on your class, you might want to remind them of the activities in this unit and particularly of the 8 key skills of junior cycle (Slide 8).

*Take a minute to think about one skill/talent you used as you participated in the activities in this unit.*

*Come up with a username to summarise this one skill/talent (see example below).*

*Write your username, with a short explanation, in your journal/copy.*

*Now, come up with a password, with a maximum of 8 characters, to describe how you demonstrated this skill or talent (see example below).*

*Write your password, with a short explanation, in your journal/copy.*


Depending on your class, it might help to share the following examples:

- Username: CreativeCathy; Password: WithIdea (because my name is Cathy, and my skill is being creative, and I demonstrated this skill/talent by coming up with a good idea about how to present my Young Achiever)
- Username: TimTeamWork; Password: HelpPal (because my name is Tim, and my skill is working with others. I demonstrated this skill/talent when I helped my friends when we were working together in pairs/groups).

Unit 1, Checking in with the learning intentions



Hello again!  
How did you get on with Unit 1?

Did you learn to...? 

- summarise information about young people who have achieved because of their skills and talents
- reflect on and share our own skills and talents
- identify the skills, talents and supports we need to achieve a goal

**SLIDE 12**

**Teacher notes**

Read each learning intention aloud.

Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.



Unit 1, Extension activity



Here's an idea for you.

Remember that goal that you said you wanted to achieve?

When you can honestly say that you have achieved your goal, why not celebrate by making a Young Achievers profile of yourself?

Maybe you could all work together to make your own class Guinness Book of Records?

After all, you are all OFFICIALLY AMAZING!!!



## SLIDE 13

### Teacher notes

The extension activity suggested on this slide is linked to Activity 1 (Slide 4) and Activity 4 (Slide 10).

Path Project  
Institute of Education  
Dublin City University



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AN tUdaráis Aúthórité na n-Éideachais